

1987

# The Two Hundred and Forty-Fifth Report of the Curricular Affairs Committee: Joint Report of the Curricular Affairs Committee and University College and General Education Committee on the Proposed Transfer of University College to the Division of Student Development (As Amended)

University of Rhode Island Faculty Senate

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THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode IslandFACULTY SENATE  
BILLAdopted by the Faculty Senate

TO: President Edward D. Eddy

FROM: Chairperson of the Faculty Senate

1. The attached BILL, titled The Two Hundred and Forty-Fifth Report of the Curricular Affairs Committee: Joint Report of the Curricular Affairs Committee and University College and General Education Committee on the Proposed Transfer of University College to the Division of Student Development (As Amended),  
is forwarded for your consideration.
2. The original and two copies for your use are included.
3. This BILL was adopted by vote of the Faculty Senate on December 10, 1987.  
(date)
4. After considering this bill, will you please indicate your approval or disapproval. Return the original or forward it to the Board of Governors, completing the appropriate endorsement below.
5. In accordance with Section 10, paragraph 4 of the Senate's By-Laws, this bill will become effective December 31, 1987, three weeks after Senate approval, unless: (1) specific dates for implementation are written into the bill; (2) you return it disapproved; (3) you forward it to the Board of Governors for their approval; or (4) the University Faculty petitions for a referendum. If the bill is forwarded to the Board of Governors, it will not become effective until approved by the Board.

December 11, 1987  
(date)Wendy B. Holmes  
Wendy B. Holmes  
Chairperson of the Faculty Senate-----  
ENDORSEMENT

TO: Chairperson of the Faculty Senate

FROM: President of the University

Returned.

- a. Approved \_\_\_\_.
- b. Approved subject to final approval by Board of Governors ✓.
- c. Disapproved \_\_\_\_.

✓ 1/15/88  
(date)Edward D. Eddy  
President

THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE

At its meeting of December 10, 1987, the Faculty Senate approved the recommendations of the Curricular Affairs Committee and University College and General Education Committee in Section II of the Two Hundred and Forty-Fifth Report of the Curricular Affairs Committee as amended:

- A. That University College and Special Academic Programs as they are presently constituted be transferred to the new division of Student Development as proposed by the President. This would transfer the professional personnel, the support and clerical staff, and the Special Academic Programs (Learning Assistance Center, National Student Exchange, Special Program for Talent Development, Study Abroad, and University Year in Action) to the Student Development division. In addition, Counseling and Career Services would become part of the University College and Special Academic Program unit of the of Student Development. The following conditions shall apply:
1. That there be a clear commitment that Student Development is an academic division.
  2. That the title of Dean of University College and Special Academic Programs be changed to Dean of Special Academic Programs and University College.
  3. That the position of Director of New Student Programs be upgraded as a position of Assistant Dean reporting to the Dean of Special Academic Programs and University College.
  4. That a commitment be made to fund for three years University College Fellows as described by Dean Strommer.
  5. DELETED.
  6. That the deans of the colleges support advising at University College for three years at at least the fall 1987 level or higher.
  7. That the transfer be reviewed by the Curricular Affairs Committee and the University College and General Education Committee three years after a permanent Vice President for Student Development takes office.

- B. That the membership of the Curricular Affairs Committee and University College and General Education Committee be modified as follows to reflect the new Student Development Division:

4.66 The committee shall comprise four (4) representatives from the College of Arts and Sciences and one from each of the other undergraduate colleges and schools of the University, the Dean of Special Academic Programs and University College, the Associate Dean of the College of Continuing Education, the Provost or his/her designated representative, the Vice President for Student Development or his/her designated representative, and two representatives of student body appointed by the Student Senate...

4.77 The committee shall comprise four faculty representatives from the College of Arts and Sciences, one for each of the other baccalaureate degree granting colleges of the University, one from the University Libraries; the Provost or the Provost's designated representative, the Dean of Special Academic Programs and University College or the Dean's representative and the Associate Dean of the College of Continuing Education...

- C. That the University College and General Education Committee recommend to the Faculty Senate during the spring semester 1988 a modification to section 3.21.21 of the University Manual to clarify "appropriate adjustments" for advising.
- D. That the Constitution, By-Laws and University Manual Committee be directed to review the University Manual and recommend to the Faculty Senate during the spring semester 1988 appropriate amendments to reflect the changes in University College, Special Academic Programs and the Student Development division.
- E. That the Vice President for Academic Affairs, the Dean of the College of Arts and Sciences and the Director of the African and Afro-American Studies Program consider the transfer of African and Afro-American Studies to the College of Arts and Sciences and make a recommendation regarding African and Afro-American Studies to the Curricular Affairs Committee during the spring semester 1988.

The Two Hundred and Forty-Fifth Report of the Curricular Affairs Committee: Joint Report of the Curricular Affairs Committee and University College and General Education Committee on the Proposed Transfer of University College to the Division of Student Development is attached for information.

THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE

October 21, 1987

The Two Hundred and Forty-Fifth Report  
of the Curricular Affairs Committee

Joint Report of the Curricular Affairs Committee and University  
College and General Education Committee on the Proposed Transfer of  
University College to the Division of Student Development.

SECTION I

Background Information

A. OVERVIEW

The President's August, 1987 report to the Board of Governors for Higher Education recommended the creation of a division of Student Development headed by a Vice President. The underlying rationale for this recommendation was the President's conviction that "fundamental changes must occur in our support services for students and that the direction should be toward reinforcement of the primary academic mission of a University." As envisioned by the President, the Student Development division would "encompass the existing University College with its emphasis on sound academic advising, student life programs, and a first-time combination of reporting lines for the student auxiliary services (dining, housing, health, Memorial Union, etc.)." More specifically, it would be "responsible for academic advising, orientation throughout the undergraduate years, counseling and career services, athletic and recreational activities, and campus life."

The proposal to locate University College and the Special Academic Programs attached to it in the Student Development division, reporting to the Vice President for Student Development, requires the approval of the Faculty Senate. The President submitted this proposal to the Senate in September, 1987.

B. HISTORY

The Curricular Affairs Committee and the University College and General Education Committee held five joint meetings to consider the proposed transfer of University College and the attached Special Academic Programs from Academic Affairs to Student Development. In general, the joint committee agreed with the President's desire to improve the academic climate on campus but had serious reservations about the proposed transfer of Univer-

C.A.C. #245--87-10-21

sity College and Special Academic Programs as originally envisioned. These reservations concerned five broad areas: the character and focus of the Student Development division; the continued connection of University College to the faculty; the suitability of Student Development as the location for Special Academic Programs; the continued commitment of tangible and symbolic resources to University College; and the possibility that the transfer of University College might appear to be the abandonment by the faculty of University College's functions.

After considerable discussion, the joint committee determined that these concerns could be best addressed by recommending that University College and Special Academic Programs be transferred to Student Development only if certain conditions were met. The intent of the joint committee was to ensure that University College and Special Academic Programs would remain strong, vibrant, and closely connected to the faculty despite their move to the Student Development division. The recommendations in Section II specify the conditions under which the joint committee believes the transfer should be made, and were approved by the joint committee on October 19, 1987.

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SECTION II

Matters Which Require Confirmation By the Faculty Senate

The Curricular Affairs Committee and the University College and General Education Committee recommend approval of the following:

- A. That University College and Special Academic Programs as they are presently constituted be transferred to the new division of Student Development as proposed by the President. This would transfer the professional personnel, the support and clerical staff, and the Special Academic Programs (Learning Assistance Center, National Student Exchange, Special Program for Talent Development, Study Abroad, and University Year in Action) to the Student Development division. In addition, Counseling and Career Services would become part of the University College and Special Academic Program unit of the of Student Development. The following conditions shall apply (conditions are in bold print):

1. That there be a clear commitment that Student Development is an academic division.

This condition is primarily a symbolic confirmation of the President's vision of the University as "all academic." We believe that the transfer of University

College and Special Academic Programs to the Student Development division cannot enhance the academic climate if it is perceived as "moving advising to the Memorial Union." A clear and continued commitment to the Student Development division as an academic unit is necessary if University College and Special Academic Programs are to flourish there.

2. That the title of Dean of University College and Special Academic Programs be changed to Dean of University College/Dean of Special Academic Programs (the two positions to be held by the same person comparable to the same person holding the Dean of the Graduate School of Oceanography and the Vice Provost for Marine Affairs positions).

This new title is designed to reflect more clearly the separate functions of the Dean of University College and Special Academic Programs. We believe it is especially important that the Dean's supervision of Special Academic Programs be highlighted. This change is one of nomenclature only; we do not envision the creation of a new position. It is one way of affirming the academic nature of the Student Development division.

3. That the position of Director of New Student Programs be upgraded as a position of Assistant Dean reporting to the Dean of University College/Dean of Special Academic Programs.

The establishment of an Assistant Dean to direct new student programs is tangible evidence that tasks of University College and Special Academic Programs will receive the resources they require. This position will allow for the creation and implementation of the new programs envisioned in Dean Strommer's statement which appears as APPENDIX A of this report. It should be noted that this position is a redefinition and upgrading of the currently vacant position of Director, New Student Programs. The proposed job description for the Assistant Dean appears as APPENDIX B of this report.

4. That a commitment be made to fund for three years University College Fellows as described by Dean Strommer.

The commitment of funds to support the University College Fellows program is a step toward enhancing faculty involvement in the Student Development div-

ision. Further, it is evidence that University College and Special Academic Programs can secure resources to develop programs to link the Student Development division to the faculty. A description of the University College Fellows program appears as APPENDIX C of this report.

5. That the Dean of University College/Dean of Special Academic Programs have administrative responsibility for the Honors Program.

The transfer of the Honors Program is the sign and seal that the Student Development division is a structure that will foster a new way of thinking about the life of University. The Honors Program completes the set of Special Academic Programs reporting to the Dean of University College/Dean of Special Academic Programs, and its location in the Student Development division underscores the academic character of the unit. Further, the Honors Fellows will provide an additional link between the Student Development division and the faculty. The joint committee is aware that this recommendation is somewhat controversial; we have consulted with the Director of the Honors Program and she has informed us of her opposition to this move. In the end, however, the joint committee believes that if the Student Development division is constituted as envisioned by the President, then the Honors Program belongs there. Conversely, if the Student Development division cannot be constructed so that it is an appropriate place for the Honors Program, the joint committee doubts that such a division would be the appropriate home for University College or Special Academic Programs.

6. That a written commitment be made by the deans of the colleges to support advising at University College for three years at at least the fall 1987 level or higher.

It is vital to the success of University College that it be supported in tangible ways by the other academic colleges. This support is especially important if the President's conception of the Student Development division is to succeed. The commitment of the Deans to continue--and we hope significantly increase--their support of advising is a tangible sign that advising is an integral part of academic life and an assurance that the Student Development division will have the support it requires to succeed.



7. That the transfer be reviewed by the Curricular Affairs Committee and the University College and General Education Committee three years after a permanent Vice President for Student Development takes office.

This review will allow the Faculty Senate to assess ability of University College and Special Academic Programs to function in the Student Development division. Its timing will provide for assessment late enough so that the direction of the Student Development division will be clearly established, but early enough so that adjustments, if necessary, can be made. The division of Student Development as envisioned by the joint committee appears as APPENDIX D of this report.

- \*B. That the membership of the Curricular Affairs Committee and University College and General Education Committee be modified as follows to reflect the new Student Development Division:

4.66 The committee shall comprise four (4) representatives from the College of Arts and Sciences and one from each of the other undergraduate colleges and schools of the University, the Dean of University College/Dean of Special Academic Programs, the Associate Dean of the College of Continuing Education, the Provost or his/her designated representative, the Vice President for Student Development or his/her designated representative, and two representatives of student body appointed by the Senate.

4.77 The committee shall comprise four faculty representatives from the College of Arts and Sciences, one for each of the other baccalaureate degree granting colleges of the University, one from the University Libraries; the Provost or the Provost's designated representative, the Dean of University College/Dean of Special Academic Programs or the Dean's representative and the Associate Dean of the College of Continuing Education...

The changes in the membership of the University College and General Education Committee are editorial and reflect the new titles being proposed. The changes in the membership of the CAC reflect the Academic nature of the Student Development division

- \* Changes in the By-Laws require 2/3 vote and may not be voted on at the meeting they are first introduced.

and also provide for the inclusion of the Provost or a representative of the Provost.

- C. That the University College and General Education Committee recommend to the Faculty Senate during the spring semester 1988 a modification to section 3.21.21 of the University Manual to clarify "appropriate adjustments" for advising.

A clarification of "appropriate adjustments" for advising is long overdue and is most appropriate in light of our concern that administrative and faculty support for academic advising be continued and strengthened in the new division.

- D. That the Constitution, By-Laws and University Manual Committee be directed to review the University Manual and recommend to the Faculty Senate during the spring semester 1988 appropriate amendments to reflect the changes in University College, Special Academic Programs and the Student Development division.

The joint committee did not have the time or the expertise to review all of the relevant sections of the University Manual. We believe that the Constitution, By-Laws and University Manual Committee is the most appropriate group to conduct the review. We recommend a spring reporting date in order that the fall 1988 changes to the University Manual reflect the reorganization and publication coincides with full implementation of the new Student Development division.

- E. That the Vice President for Academic Affairs, the Dean of the College of Arts and Sciences and the Director of the African and Afro-American Studies Program consider the transfer of African and Afro-American Studies to the College of Arts and Sciences and make a recommendation regarding African and Afro-American Studies to the Curricular Affairs Committee during the spring semester 1988.

During the joint committee's review of special academic programs, the African and Afro-American Studies Program was identified as the only "special academic program" remaining under the Vice Provost for Academic Programs and Services. After meeting with the Director of African and Afro-American Studies, we agreed that it might be more appropriate to house the African and Afro-American Studies program in the College of Arts and Sciences. A formal recommendation to transfer the African and Afro-American Studies Program would require the approval of the Curriculum Committee of the College of Arts and Sciences and the faculty of the College of Arts and Sciences before consideration by the Curricular Affairs Committee.

## Statement Read by Dean Strommer to the CAC and UCGEC on September 21, 1987

I will begin with a formal statement before we move to a general discussions and any questions you may have.

Even before the appearance of the various reports on higher education and Ernest Boyer's provocative and somewhat disturbing book, Colleges: The Undergraduate Experience in America, those of us closely involved with undergraduates and their education have been concerned by some apparent trends among our students: their intellectual disengagement, their apparent lack of involvement in the process of their own educations, and their concern for the end--a job--to the exclusion of the means. Their lives seem fragmented with classes squeezed in between jobs, favorite TV shows, parties, and trips home. The skills they come to us with--especially reading, writing, and mathematical--often seem inadequate for the work we wish them to do. But the pressures students today face are also considerable and the juggling act many perform as they try to piece together the disparate parts of their lives compels our admiration. This generation is as bright as any other, but the implicit and explicitly expressed needs they have are certainly different. They expect and need services other generations spurned.

However difficult the task, we do need to develop creative ways to engage and challenge today's students in all their diversity, all their complexity. And we cannot do it piecemeal. Today's undergraduates, like those in every other generation, deserve to be educated, not just trained. And as Sheldon Rothblatt points out ("Standing Antagonisms," The Future of State Universities), "although there have been many conceptions of a liberal education in the history of western civilization, there is one unifying theme: the concern for the whole or complete person." We cannot educate our students in a fragmented way, in a fragmented environment.

One can therefore only welcome the prospect of addressing the needs of today's undergraduates in new and innovative ways, "to provide," in President Eddy's words, "a total educational experience of substance and vitality." I look forward to helping to forge a division which, to quote President Eddy again, will "create an integrated, comprehensive educational experience for students" and "an intellectual climate second to none in the nation." Because the President has made such a strong personal commitment to these goals and because he is also assuming a greater role in internal resource allocation, I feel

confident that the necessary resources to turn these goals into practical realities will also be available.

I would not be so confident did I not have enormous respect for URI faculty and believe that they will not abandon their commitment to the advising aspect of teaching undergraduates just because of an organizational change. I was impressed with the commitment made by the faculty to undergraduates when I first came to URI in 1980; I am even more impressed today. University College has started many new programs involving faculty in the past seven years. Some have continued; others not. But never have we been unable to try something because this faculty was unwilling to participate or to support our efforts on behalf of undergraduates. What has always made URI special to me is this fact about the faculty. All else may change; I do not believe that will.

My own career has been characterized by a desire to take a broad view, to see things whole, and to break down barriers. While I admire those who intensely pursue an area of specialization, my interests are eclectic. As an undergraduate I had a virtual double major in English and art history, and strong minors in history and biology. I loved them all. Even in graduate school I moved from the study of American literature on the master's level to British literature on the doctoral; I worked in the departments of linguistics and theatre as well as English. So one of the pleasures for me in administration is the opportunity provided to work from an institutional perspective and to help develop programs for students that touch upon a broad range of disciplines and address diverse needs.

In University College we have always focused on student needs rather than institutional convenience and have not been terribly concerned about where things or people are located organizationally. And I do believe that the institution can only be a better place for students if we all can find new ways to work more closely with our student affairs colleagues, for they have much to teach us as well as to learn from us.

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With that brief introduction and before answering any questions you may have, let me offer three specific suggestions for beginning to realize some of our goals:



## APPENDIX B

1. Strengthen faculty involvement with various aspects of student life by naming 15 to 20 University College Fellows, faculty who would be paid, say, the equivalent of a CCE course (on an overload basis) per semester to work in forging those links we are trying to build.

2. Revive the University Communities Program for freshmen. Slightly different model but with the same themes: Semester I: You and Your University; Semester II: Work, Leisure, and Human Values. Hope that each college would develop variations on these for students in its majors; University College would handle the program for undecided students. Once a common curriculum has been developed instructors can and should be drawn from all segments of the University--what we now call academic affairs and student affairs.

3. Develop a major research effort focused on our undergraduates. We know so little about them, why they come, stay, or leave; the ways in which they learn in class and out. Much we do is based on assumptions. We need good information on which to build, on which to measure the effects of what we do, information to be shared by all concerned.

I see this effort as extending and working in conjunction with the Instructional Development Programs veteran fellows project on research on classroom teaching, a program taking seriously Pat Cross's admonition that we need to know more about effects of different teaching styles in the classroom. Hope that the proposal for a student data base submitted by Glen Ramsay and me will be funded and provide a start for gathering such information.

Assistant Dean, University College

The Assistant Dean is responsible for working with faculty and other members of the University College staff to enhance the development of new students at the University of Rhode Island and to involve them in academic life primarily through a broad range of advising services. The assistant dean will assume the following specific responsibilities:

1) In conjunction with the Orientation Advisory Committee and other relevant groups, to develop and administer programs to orient new students (freshman, transfer, and international) to the University and to prepare students participating in national and international exchange and study abroad programs for those experiences.

2) To provide a liaison between the University and the parents of its students through such activities as coordinating Parents' Orientation programs, developing a handbook for parents of new students, writing periodic newsletters for them, coordinating activities for Family Weekend, and working closely with the Development Office in the growth and evolution of the Parents' Fund.

3) To coordinate and administer the Placement Testing Program.

4) To aid in the creation of new programs such as the University College Faculty Fellows Program and a freshman seminar (the University Communities Program).

5) To provide leadership in the area of academic support programs.

Supervises:

Coordinator for the Learning Assistance Center  
Academic Counselor for Athletes  
Graduate Assistant  
Secretary

Reports to: Dean, University College and Special Academic Programs

Qualifications: Ph.D. and college-level teaching experience preferred; master's degree in an academic area required. Evidence of excellent writing skills, ability to work harmoniously with students, faculty, and staff, and innovative program development required.

dws 10/87

## APPENDIX C

### UNIVERSITY COLLEGE FACULTY FELLOWS

**GOAL:** Faculty members have a vital role in assisting students to realize the maximum educational benefits available to them at The University of Rhode Island. The aim of this program is to provide the support, recognition, and opportunity for a small group of faculty members each year to involve themselves more closely in student life and to assist in integrating University College freshmen into the University by enhancing and expanding their academic experiences outside of class.

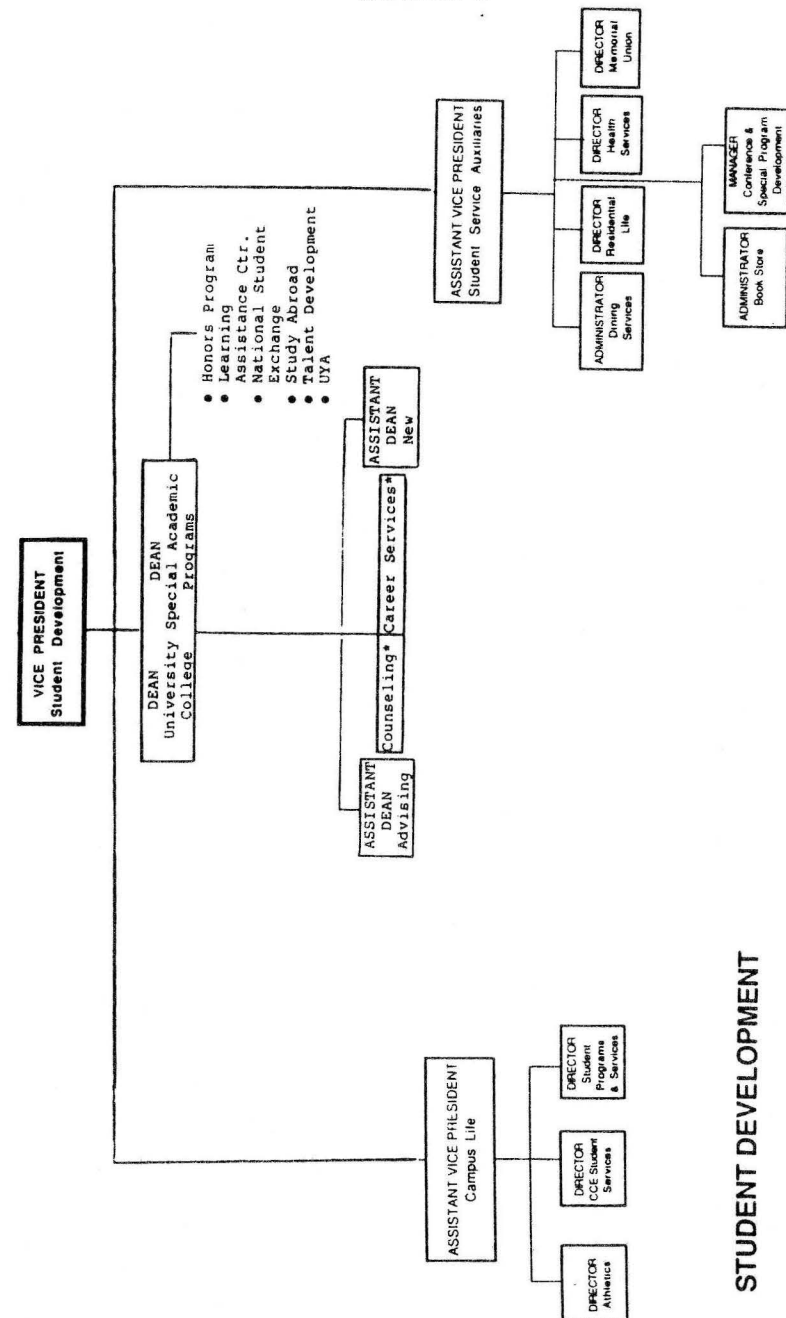
**METHOD:** Each Faculty Fellow will serve for two years. During the first year of this program, five faculty will be selected on a competitive basis specifically to aid in its development. The first semester will be spent in planning: developing ideas, meeting with freshmen and upperclassmen, hall coordinators and others. Each faculty member will be expected to develop programs and activities consonant with his or her interests, talents, inclinations, and areas of specialization so long as they fall within specific parameters such as academic relevance, appropriateness to the intention of the program, and frequency of contact. Appropriate activities might include, for example, preparing students for and accompanying them on trips to events in Providence, Boston, or New York--a special art exhibit, a concert, a play, a distinguished speaker. Or they might take the form of an informal, periodic relationship with a dormitory, a group of commuting students, or another specific group of freshmen, spending a day at the Environmental Education Center at Alton Jones or an afternoon exploring a tidal pool on the Bay.

The program will actually be implemented in the second semester when the faculty begin their activities. Each will be evaluated for effectiveness. In the second year, the original Fellows will be joined by a new group of four or five. During the third year the original group of five will no longer serve and new faculty will be selected. This rotation provides continuity and stability and the opportunity over time for many faculty to participate and to bring fresh ideas and perspectives to the program. Experienced Fellows will help to orient new Fellows in planning and orientation sessions in May and late August or early September.

**COST:** Each participating faculty member will receive a modest stipend for participation (approximately \$1,000 a year), the assistance of an undergraduate student, and some funds to support activities. The undergraduate students will be selected from Phi Eta Sigma membership (the freshman honor society whose members serve during their sophomore year); their participation will be a service activity.

dws 10/87

## APPENDIX D



## STUDENT DEVELOPMENT

Proposed Organization  
CAC-UCGE  
87-10-21

\*Division into 2 units reporting to the Dean to be worked out by principals in conjunction with Personnel Dept.

THE UNIVERSITY OF RHODE ISLAND  
Kingston, Rhode Island

FACULTY SENATE

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  4. That a commitment be made to fund for three years University College Fellows as described by Dean Strommer.
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